Activity Sequencing Scenarios

Task Interspersal

Emily is an average math student, but when given more difficult problems she works for a while, then quits and refuses teacher help. She has already mastered multiplication with one and two-digit numbers.

To help Emily, the teacher arranges her work to include a mix of three-digit, two-digit, and one-digit problems. The assignment includes more two- and one-digit problems than three-digit.

When she finishes a series of problems, Emily is asked to raise her hand. The teacher praises Emily for effort and work completion. This series is repeated and the teacher increases the number of harder problems, checking to see that Emily is successful each time.

Eventually, Emily is able to complete a full series of three-digit problems with accuracy.

Colvin, 2009

Behavior Momentum

Michael does not like to read, and in the past when asked to read he hangs his head and closes his eyes.

Today, Michael’s teacher begins the small group time by reading aloud to him briefly. Then the teacher asks him to follow along and read aloud with her.

When he has read several sentences with the teacher, she praises Michael and asks him to read every other sentence on his own.

She praises him again, finally asking him to continue reading by himself to the end of the page.